

SWEET BRIAR COLLEGE



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BULLETIN OF  
**SWEET BRIAR COLLEGE**



STUDIES IN THE FRESHMAN YEAR

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# Studies in the Freshman Year in Sweet Briar College

## INTRODUCTION

This pamphlet, prepared for the use of freshmen entering Sweet Briar College, is planned as a guide in the choice of courses for the first year and as an introduction to the plan of studies at the college. Before choosing her studies for the freshman year the student should consider the general plan of her college work, not necessarily choosing her field of concentration, but informing herself about the opportunities which the college offers and considering the relationship between her preparatory work, her freshman course and her later studies so that the whole may have both unity and breadth.

The descriptions of courses open to freshmen are published here in more detail than in the college catalogue, and an effort has been made to relate the material to preparatory courses and to degree requirements. The pamphlet should be used as a supplement to the catalogue, as constant reference is made in it to the catalogue statements.

## FRESHMEN ADVISERS

Each freshman at Sweet Briar is under the guidance of a faculty adviser who will assist her through the first two years of her course. When the student meets her adviser in September she will have an opportunity to review the tentative program of studies which she now makes and to change the program in ways that seem desirable.

## GROUP PLAN AND MAJOR FIELDS

In order to insure a desirable distribution of courses in the first two years, students are expected to carry from twelve to eighteen semester hours in each of the first three groups: (See pages 60-63 of the current catalogue.)

- I. Language and Literature, 12 or 18 hours.
- II. Natural and Mathematical Sciences, 12 hours.
- III. Social Studies, 12 or 18 hours.
- IV. Fine Arts, 6 hours.

Students who have not yet found the subject in which they would like to concentrate are advised to choose their freshman courses with

special attention to the new fields open to them in college. During recent years there has developed much more freedom of choice in freshman subjects. This flexibility of freshman programs places greater responsibility on the student for informing herself about the opportunities open to her and for exercising discrimination in making her choices. In the spring of her second year each student must make definite choice of her major subject or field.

#### FOREIGN LANGUAGE REQUIREMENT

Every student is required to have a reading knowledge of one of these foreign languages: French, German, Greek, Italian, Latin, Spanish. Examinations in these languages are offered in September and in March of each year. Freshmen who have made strong records covering three or more units in any of these languages or who have had unusual opportunities for mastering a foreign language may succeed with the examination in September, upon entrance. It is usual for freshmen to take the examinations in March. On page 64 of the current catalogue there is given a list of the courses which students most frequently carry in order to meet the reading knowledge requirement in the various languages.

In general it is advisable for freshmen to plan their courses to include a foreign language. If they pass the September reading knowledge examination and do not wish to continue their study of foreign language, an adjustment in the program of studies can be made.

#### NUMBER OF COURSES

It is customary for freshmen to carry fifteen hours each semester or thirty hours a year in addition to the required work in physical education. Unless otherwise noted in the descriptions of courses, which follow, all courses are planned to carry six semester hours credit for the year or three hours for the semester. For students who have any physical difficulties and for those who undertake dining room service a lighter program is recommended. Since a minimum of twenty-six hours and twenty-six quality points is required for sophomore standing, it is advisable for most freshmen to carry at least this number of hours throughout the year.

The series of hygiene lectures scheduled for Friday afternoons during the first ten weeks of the session is required of all freshmen but is not carried for credit. These lectures are offered to assist the student to adjust to the campus life and to set desirable standards for her daily

living. An achievement examination in hygiene will be given to all new students during the program of opening days. Students who pass this test will be exempted from the hygiene lectures but will be required to keep health charts and to report for conferences with members of the Department of Hygiene and Physical Education. (See page 124 of the current catalogue.)

A speech recording is required of each new student and will be scheduled in the program of the opening days.

#### REQUIRED COURSES

Except for Freshman Composition and work in physical education there are no required courses. Students who do not carry at least one year (6 hours) of Greek or Latin in college, however, are required to take *Classical Civilization*, History 191-192, preferably in the sophomore year. One course (6 hours) each in history and laboratory science is required for the degree, so most freshmen include these subjects in their program of studies.

#### ACHIEVEMENT TESTS

For those students who have profited by unusual opportunities or who have taken work in advance of the normal entrance requirements achievement examinations are offered in the subjects listed below. The passing of examinations in these subjects will not give credit toward the Sweet Briar degree but will admit students to more advanced courses, and in certain cases will absolve the departmental and group requirements. Statements regarding required reading and ground which should be covered for the examinations have been prepared for certain courses. These statements and application cards will be sent to students who request them before September 1. The examinations are scheduled for Thursday, September 18, 1941.

English 103-104, *Survey of English Literature* (p. 99).

Mathematics 1, *Plane Trigonometry* (p. 129).

Mathematics 2, *Solid Geometry* (p. 129).

Mathematics 3, *Algebra* (p. 129).

Mathematics 8, *Introduction to Analysis* (p. 129).

Music 1-2, *Elementary Theory and Ear-Training* (p. 132).

(The numbers in parentheses refer to pages in the 1941-42 catalogue.)

Courses in modern languages in which the student is prepared.

Other courses subject to the recommendation of the department concerned.

For information about exemption from English 1-2, *Freshman Composition*, students are referred to the statement following the description of that course given below.

#### MAKING THE TENTATIVE PROGRAM OF STUDIES

After studying the catalogue statements on pages 60 through 64 and after reading the supplementary descriptions of courses given below, each incoming freshman should fill out the enclosed tentative course card, choosing a schedule of fifteen to thirteen semester hours exclusive of physical education, and return it to the Registrar's Office. Enter the numbers of the desired courses in the second column on the card. Do not mark the card in any other way. It may be of advantage to return the card to the Registrar's Office as promptly as possible, since places in certain courses are limited and preference must be given in the order of the receipt of the returned cards.

### COURSES OPEN TO FRESHMEN

#### PRESCRIBED COURSES

##### ENGLISH

###### ENGLISH 1-2. FRESHMAN COMPOSITION.

The purpose of the course is to give practice in the elements of style, to teach the use of references, and to develop the critical sense. The composition work includes the organization of reference material in long and short themes; the essay based on direct experience; and the expression of appreciation of various writers. A study of the sources of the English language is designed to help the student acquire appropriate vocabulary. The reading consists of modern essays, biographies and autobiographies, and an anthology of poetry. Also, readings in English and American literature, from a list prepared by members of the department, extend throughout the year.

This course is required of every freshman not exempted by the Department of English. Upon entering college, a student may try an examination in English 1-2, for which specific preparation is not required. A student who passes the examination and whose entrance credentials are judged sufficiently good by the English Department, is

eligible for either English 103-104 or English 201-202 in her freshman year. She must take English 103-104 to fulfill the English requirement for graduation. If she takes English Composition (English 1-2) in course, she may complete the 12-hour English requirement by electing English 103-104 or, with due regard to prerequisites, any other course in English Literature, except English 115, 116, 279, 280, 281, 282, 287-288 and 293, 294.

Considerable reading is required supplementary to English 1-2. Students who wish to begin this during the summer, thus lessening the work of the freshman year, may receive a copy of the Freshman Reading List after the first of August by making a request of the Registrar's Office. Since there is a charge of twenty-five cents for the list, this amount should accompany each request.

#### PHYSICAL EDUCATION

Physical Education is required of every freshman unless she is excused by the college physician. A thorough physical examination is given to each student during the opening days. Students may elect sports according to their preferences. See pages 124-128 of the current catalogue. Because so many upperclass students have elected riding for their fall sport, entering students will not be admitted to beginners' classes in riding for required credit in physical education this fall, but may ride as an elective sport. Freshmen will have the same opportunity as other students to elect riding in the winter and spring.

Whenever possible, arrangements are made each season for golf classes by the professional from a near-by club. The cost has averaged eleven dollars a season.

#### ELECTIVE COURSES

##### GROUP I—LANGUAGE AND LITERATURE

###### ENGLISH

###### ENGLISH 115, 116. SPEECH.

This course is intended to acquaint students with the principles underlying good speech and to give them practice in application of these principles.

Most of the first semester is spent in the study and practice of voice-production, for the purpose of improving the quality and extending the range and flexibility of the speaking voice; and in the study and

practice of the enunciation of each of the individual sounds in the language, and of their articulation as they are combined in speech.

The remainder of the first semester and all the second semester are given to practice in varied types of connected discourse: extempore speeches, discussion, prepared speeches (including debates), and the oral interpretation of a number of kinds of prose, poetry, and drama. This work is based on the previous technical work. It involves analysis of the intonation-patterns, phrasing, rhythm, tempo, and voice-colors most suitable to each form and to each individual example.

Open to all students including freshmen who have made a satisfactory recording.\* Course 115 is prerequisite to course 116. Three hours throughout the year. Credit three hours each semester.

#### GREEK

##### GREEK 1-2. ELEMENTARY GREEK.

This course covers the fundamental facts of Greek grammar, with practice in reading and writing. From the beginning of the course the student reads quotations from masterpieces of prose and poetry, including selections from Plato. It is advisable that students who elect this course should have had four units in Latin for entrance. If a student who presents only three entrance units in Latin wishes to elect it, she should consult the head of the department. If this course is followed by Greek 103, 104, the student is eligible to take the reading knowledge examination in Greek. See catalogue, page 64.

#### LATIN

##### LATIN 1-2. VERGIL AND OVID.

Vergil's *Aeneid* I-VI will be read and, if time permits, selections from Ovid's *Metamorphoses*. The first six books of the *Aeneid* tell the story of the destruction of Troy, the flight of Aeneas, his wanderings and adventures until he reached the promised land of Italy. The sixth book, the most famous of all, describes his visit to the underworld. There is a review of Latin syntax and exercises in Latin composition.

Open to students who offer for entrance three units of Latin including Cicero.

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\*See pages 66 and 67 of the 1941-42 catalogue.

#### LATIN 3-4. CICERO.

Three of the orations of Cicero against Catiline will be read, the oration for the poet Archias, and the *De Amicitia*, Cicero's Essay on Friendship. In connection with this course there is a review of Latin syntax with exercises in Latin composition.

Open to students who offer for entrance three units of Latin of which the third unit is Vergil.

#### LATIN 5, 6. LATIN PROSE AND POETRY.

In the first semester one oration of Cicero will be read, and either his essay *On Friendship* or *On Old Age*. In the second semester Vergil, *Aeneid*, Books VII and VIII will be read. In these Vergil tells the story of Aeneas' landing in Latium, his betrothal to Lavinia, and his visit to Evander's little city on the Palatine, which was destined to be in later days the center of Rome. Selections from the works of Ovid will also be read. In addition there will be a review of Latin syntax and exercises in Latin composition.

Open to students who offer for entrance three units of Latin, of which the third may be either Cicero or Vergil.

#### LATIN 11, 12. LIVY AND HORACE.

During the first semester Livy's history of Rome, Book I, will be read. Livy is a master of narration who tells many fascinating stories of semi-legendary character which archaeological investigations have proved to contain historical basis and which represent what the Romans themselves believed about their early history. Livy's first book deals with the founding of Rome and its early history under the kings. During the second semester Horace's Odes and Epodes will be read. Horace is the lyric poet of the Augustan Age, a contemporary and friend of Vergil. His poetry reveals a delightful philosophy of life and is of the greatest possible value in increasing the student's appreciation of English literature, since quotations from and allusions to Horace run "like a golden thread" through all English literature.

Open to students who offer four units of Latin for entrance. Students who take Latin 11, 12 are eligible to take the reading knowledge examinations in Latin in March of the current year. See catalogue, pages 63 and 64 under Foreign Language Requirement.

## FRENCH

### FRENCH 1-2. ELEMENTARY FRENCH.

First semester: A grammatical text, with exercises, oral and written; pronunciation with aid of phonetics; acquisition of vocabulary; reading for translation; dictation. Intensive reading begins after about six weeks. Second semester: Continuation of the grammar; introduction of elementary prose composition; reading and discussion of more difficult prose in class. There are about 500 pages of reading.

For beginners.

### FRENCH 3-4. INTERMEDIATE FRENCH.

First semester: Systematic review of grammar with suitable exercises. Students translate short stories and novels. The course also includes drill in phonetics and pronunciation; study of idioms; discussions in French; dictation; outside reading. Second semester: Survey of French civilization with discussions in French; outside reading and oral reports in French. The aim of the course is to give students a thorough understanding of grammatical principles, practice in expressing themselves orally and in writing, and a general knowledge of French literature and culture. About 1,000 pages of reading are included in the course.

Open to students who offer two units of French for entrance.

### FRENCH 27-28. SURVEY OF FRENCH LITERATURE.

This course offers a broad general view of French literature from the Middle Ages to the present time. French history, science, and art are discussed in order to give the background for literature. Selections from writers of each great literary movement are studied and discussed in class. The course is conducted entirely in French.

Open to students offering three or four units of French for entrance and whose courses have been conducted in French. This course is recommended to students who intend to spend their junior year in France.

### FRENCH 29-30. FRENCH LITERATURE OF THE NINETEENTH CENTURY.

This course is a survey of nineteenth century prose and poetry, beginning with a study of Rousseau and the eighteenth century origins of Romanticism. First semester: Romantic poetry, novel, drama. Second

semester: The realistic and symbolistic movements in poetry, the novel, and the theatre. It is conducted mainly in English, but French is used increasingly during the year. There is practice in the writing of French.

Open to students offering three or four units of French for entrance.

#### FRENCH 31-32. ELEMENTARY FRENCH CONVERSATION.

Students who intend to continue the study of French in college will find it helpful to elect French 31-32, a one-hour course in French conversation, in addition to French 3-4, or French 27-28, or French 29-30.

#### GERMAN

##### GERMAN 1-2. ELEMENTARY GERMAN. FOR BEGINNERS.

The course aims to give the student a thorough permanent grammar foundation, an elementary reading knowledge and to enable her to understand fluent but uncomplicated spoken German and to present her ideas in a free but simple conversational style. It aims to give the student a varied cultural background by short daily talks on the part of the instructor on: Andersen's and Grimm's fairy tales, the Nibelunga, Tristan, and Parsifal Sagas, Wagner's operas, the Passion Play of Oberammergau, German university life, etc. German is used wherever possible in the classroom and much stress is placed on the students speaking good German. Each student chooses her own partner with whom she practices spoken German outside the classroom and checks her pronunciation by means of records and songs.

If this course is followed by German 3-4, the student is eligible to take the German Reading Knowledge Test. See pages 63 and 64 of the current catalogue.

##### GERMAN 3-4. INTERMEDIATE GERMAN.

The course aims to enable a student to get a good reading knowledge of more advanced texts and to stimulate rapid reading for enjoyment. Intensive training in vocabulary-building and word analysis is given as an aid towards passing the reading knowledge examination. The course aims to give the student an understanding of idiomatic German and considerable fluency in spoken idiomatic German. Frequent talks on the part of the instructor widen literary and cultural background, train the student's ear and develop her appreciation of the beauty of German. This course is a thorough introduction to classical literature with special emphasis upon Lessing, Goethe, and Schiller. The masterpieces of the 18th and 19th centuries are read.

German is the only language of the classroom. The student speaks German outside the classroom in collaboration with a partner.

Open to students offering two units of German for entrance.

#### GERMAN 27-28. SURVEY OF GERMAN LITERATURE.

The course includes discussions, reading, lectures on the history of German literature.

1. Literature before Lessing. The aim is to trace the parallel development of literature, social conditions, and religious ideals of the times. Specimens of heroic epics, of chivalric romances, the Minnelied, and of other literary genres will be read in class and outside (those of the older periods in modern German translations) and discussed in class.

2. In connection with the Old and Middle High German Period, Richard Wagner's dramas, *Der Ring der Nibelungen*, *Tristan und Isolde*, *Parsifal* and *Die Meistersinger von Nürnberg*, will be read. Special emphasis will be given to the revival of literary themes in the 19th century.

3. The main works of Lessing, Goethe, and Schiller, as far as they have not yet been covered in Intermediate German, the first and second Romantic Schools, and the prominent members of the Swabian group will be studied. Consideration will be given to the development of realism, naturalism, with special emphasis on Grimm, Heine, Hebbel, Keller, Hauptmann, impressionism and expressionism.

The German lectures will at first be delivered in simple, slowly spoken sentences and will increase in number and difficulty as the course progresses. As far as possible class discussions will be conducted in German.

Open to students offering three units of German for entrance.

#### GERMAN 123. THE GERMAN "NOVELLE."

This course offers the theory and development of the German short story from the time of Goethe to the period of Expressionism. The course deals with the influence of Boccaccio and Cervantes on the development of the "Novelle" in Germany, with the theories of Goethe, the Romanticists and the Realists, and the changing phases of this form of writing in the 19th century and the first decade of the 20th century.

The course includes class readings from the works of the more important writers of this period, collateral reading and lectures in

German. The student is encouraged to speak German in the classroom and speak it outside of the classroom in collaboration with a student partner.

Open to students offering three units of German for entrance.

**GERMAN 130. GOETHE.**

This course will be devoted to an intensive study in class of Goethe's shorter poems and of Faust, its genesis, its sources, and its influence in literature. The place of Faust in Goethe's own development will be given special attention.

The lectures in this course, which are given in German, treat the works of Goethe in his youth, in his classical period, and in his maturity with special emphasis on the principal characteristics to the time of Goethe's literary cooperation with Schiller. There will be supplementary discussion of Goethe's autobiography, *Dichtung und Wahrheit*.

Open to students offering three units of German for entrance.

**GERMAN 131-132. INTERMEDIATE GERMAN CONVERSATION AND COMPOSITION.**

This course includes spoken and written exercises, with special attention to idioms, on subjects connected with modern Germany, its life, customs, and institutions, and discussion and criticism of modern German literature. Topics for study are chosen according to the needs of the students.

Open to students offering two units of German for entrance, with the permission of the instructor.

**ITALIAN**

**ITALIAN 1-2. ELEMENTARY ITALIAN.**

The first semester is devoted to the study of pronunciation, the essentials of grammar, and the development of a simple, practical vocabulary. The work of the second semester consists of a more comprehensive study of the fundamentals of grammar, further vocabulary building, and the study of present day Italian life. Upon the satisfactory completion of this course the student is expected to be able to express in Italian simple ideas relative to everyday life and to understand spoken and written Italian of average difficulty.

For beginners.

## SPANISH

### SPANISH 1-2. ELEMENTARY SPANISH.

The first semester is devoted to the study of pronunciation, the essentials of grammar, and the development of a simple, practical vocabulary. The work of the second semester consists of a more comprehensive study of the fundamentals of grammar, further vocabulary building, and the study of present day Spanish life. Upon the satisfactory completion of this course the student is expected to be able to express in Spanish simple ideas relative to everyday life and to understand spoken and written Spanish of average difficulty.

For beginners.

### SPANISH 7-8. INTRODUCTION TO SPANISH LITERATURE.

This course is designed to help the student acquire some ease in expressing herself both orally and in writing, and to become acquainted with the main currents of Spanish literature. The first semester will be devoted to verb-drill and theme writing, and the study of the history of Spanish literature, through the Golden Age with representative readings. In the second semester, besides studying the most representative authors of the 18th and 19th centuries, the class will concentrate on conversation and composition.

Open to students offering two or three units of Spanish for entrance.

### SPANISH 121-122. SPANISH LITERATURE OF THE GOLDEN AGE.

See catalogue statement, page 158.

## GROUP II—NATURAL AND MATHEMATICAL SCIENCES

### BOTANY 1, 2.

### BOTANY

The course aims to enable the student to get greater enjoyment from her surroundings and to give her an understanding of the importance of plants in the life of the earth. The first semester is concerned with the higher plants—how they are constructed; how they reproduce; how they manufacture plant substance from raw materials; and the part which they have in the rotation of elements in Nature. The second semester deals with the evolution of the plant kingdom. A series of plants ranging from simple microscopic forms to the flowering plants is studied. A general survey is made of the plants on the earth today in order to learn how they might have evolved from the vege-

tation which was here millions of years ago. There is some field work for the identification of the campus trees and for the study of plants in their natural habitats.

### CHEMISTRY

#### CHEMISTRY 1-2.

Chemistry 1-2 provides a very thorough treatment of the fundamental principles of chemistry, presented in a manner to arouse a deep interest in the science and its significance in daily life, to encourage independent thinking, and to develop the ability to reason systematically. It places particular emphasis upon such matters as the atomic and molecular theories, crystal structure, valence and atomic structure, chemical equilibrium, ionization, and avoids the less necessary and more technical topics such as the balancing of complex equations, the solubility product law, etc., as well as the many less familiar elements and compounds. Throughout, the treatment attempts to humanize the science of chemistry in the most effective manner.

Separate sections are provided for students with and without high school chemistry.

### PHYSICS

#### PHYSICS 1, 2.

Physics studies the General Laws of Nature. It takes up the explanation of how machines work, how motors run, how airplanes fly, how ice is made, how our electric current is made and brought to us, how musical sounds are produced. It studies light and its colors, and instruments made to help our eyes, such as eye-glasses, telescopes, microscopes, cameras. It gives the student practice, in the laboratory, in handling delicate instruments, in hooking up of electric circuits, in making accurate measurements. In short, it puts the student *en rapport* with the great advances in knowledge underlying our material progress.

### ZOOLOGY

#### ZOOLOGY 1, 2 or 1, 4.

Zoology is the study of animals—their structure; how their organs and systems help them to live; where they live and their relations to other living things. Zoology 1 is an intensive study of the frog, introducing the student to biological principles and giving a general idea of the structure and functions of higher animals, including man. In Zoology 2, with the knowledge of animal life gained in the first semester as a background, a series of animals beginning with the simplest

and proceeding through more complex types is studied. This suggests the line of development of animal life. The student who wishes more information than is given in Zoology 1 on the structure and function of the human body may get it in Zoology 4. Models and the dissection of a small mammal give an understanding of the structure of the human body. With this knowledge a few experiments and discussions show how the systems and organs work individually and how they influence each other.

Students may take Zoology 1, 2 or 1, 4 to meet the degree requirement. Those who wish to take more work in Zoology should take Zoology 1, 2.

#### MATHEMATICS

##### MATHEMATICS 1. PLANE TRIGONOMETRY.

The name Trigonometry is derived from two Greek words meaning the measurement of triangles. This course includes logarithms and the solution of triangles by means of logarithms—methods which are used in surveying and other practical problems. It also includes the study of angles, the six important ratios, called the trigonometric functions, and equations which involve those ratios. The relations proved in trigonometry form a sequence giving an excellent illustration of the logical building of mathematical ideas. These relations are essential for further study of mathematics and for its application in such sciences as physics and astronomy. The course presupposes two units of preparation in algebra, as well as plane geometry. Some of the most useful elementary algebraic processes are reviewed briefly at the beginning of the course. These include exponents, radicals and quadratic equations.

Students who offer one-half unit of trigonometry for entrance should take Mathematics 3, College Algebra, described on page 129 of the catalogue.

First semester. Open to students who offer for entrance three units of mathematics or three and one-half units including solid geometry.

##### MATHEMATICS 2. SOLID GEOMETRY.

We have a slogan for this course, "Think straight and say exactly what you mean." We study the relation of lines and planes in space of three dimensions, prisms, pyramids, cylinders, cones, and spheres. We try to make the geometrical proofs concerning them in good logical order and every statement as clear and accurate as possible.

Students who offer for entrance one-half unit of solid geometry should take Mathematics 6, College Geometry, or Mathematics 8, Introduction to Analysis, described on page 129 of the catalogue.

Second semester. Open to students who offer for entrance three units of mathematics or three and one-half units including trigonometry.

#### MATHEMATICS 3. ALGEBRA.

College Algebra advances from the familiar preparatory algebra into such topics as those mentioned in the catalogue, page 129. For instance, topics new to freshmen are the number of possible arrangements of things as shown in permutations and combinations, the chances at dice in probabilities, the use of determinants as a device for writing briefly equations that would otherwise be long and for working with them in a short and elegant way.

Students who present for entrance one-half unit of advanced algebra as well as trigonometry and who are interested in continuing the study of mathematics should register for Mathematics 103, Statistics, and consult a member of the Department of Mathematics upon arrival.

First semester. Open to students who offer for entrance three and one-half units of mathematics including trigonometry.

#### MATHEMATICS 6. COLLEGE GEOMETRY.

Second semester. Open to students who offer for entrance three and one-half units of mathematics including solid geometry.

As stated in the catalogue, page 129, this course continues plane geometry from a more advanced standpoint, introducing new ideas of projection and proportion while employing the usual methods of logical geometrical proof.

Usually it is not possible to give both Mathematics 6 and Mathematics 8. The number of students enrolled must be considered.

#### MATHEMATICS 8. INTRODUCTION TO ANALYSIS.

Second semester. Open to students who offer for entrance three and one-half units of mathematics including solid geometry.

This course is offered as an experiment for a few years, replacing Mathematics 6, College Geometry, for students who have already had a course in solid geometry. It gives an opportunity for students who enjoy the algebraic side of mathematics to advance at once into topics

usually included in Mathematics 105, Analytic Geometry, and elementary calculus. The content of the course varies somewhat with the personnel of the class. Some college algebra may be included. The straight line, circle, and other conics are treated analytically. The process of differentiation of algebraic functions is studied and applied in connection with the study of tangents.

#### MATHEMATICS 21, 22. MATHEMATICAL IDEAS.

Open to all classes. This course is planned especially for those students who expect to take no other mathematics in college. It is meant to give some appreciation of the development of this fundamental subject, its power and usefulness in modern life. Two two-hour practice periods will assist students to understand the principles involved.

### GROUP III—SOCIAL STUDIES

#### ECONOMICS

##### ECONOMICS 101-102. PRINCIPLES OF ECONOMICS.

At the beginning of the year the historical growth of the economic order is stressed and the parallel developments of explanations of its workings. This introduces the student to a picture of men making a living in a complex system of institutions such as factories, corporations, and banks, and also to the literature dealing with principles of economics. The course also aims to bring out the connection of economics with other studies and to help the students to relate them. The bibliography given with the course should also suggest new fields of exploration for those who wish to continue their study.

It is advisable that students who enter the course as freshmen should have had American, English or European History in the last two years of preparatory school, a Social Study course or other preparation or experience which has made them wish to understand the workings of the economic system.

#### HISTORY

There are three courses in history open to freshmen: History 1-2, European History; History 3-4, The Ancient World, and History 5, 6, Englishmen in the Sixteenth and Seventeenth Centuries.

##### HISTORY 1-2. EUROPEAN HISTORY.

This is a survey of European history from the early Middle Ages to the present. It is designed to provide perspective and background for

a better understanding of the modern world, as well as training in the use of sources, maps, and other historical materials, which will aid the student in more advanced history courses and in other college work. Supplementary reading enables the student to make a fuller study of selected topics in line with her individual interests.

After an initial study of general conditions in Europe during the transition from ancient to medieval times, the course traces the development of the chief medieval institutions—feudalism, the guild, the manor, the Church, the Holy Roman Empire, the revival of commerce and of city life, and the growth of the national monarchies. This is followed by a survey of the Renaissance and the Reformation as an introduction to the modern period. The latter part of the course treats the most significant factors in modern European history, with emphasis on the Commercial and Industrial Revolutions, the development of liberalism, nationalism, imperialism, and democracy, and the events which led to the first World War and to the present international situation.

History 1-2 is planned to furnish a sound basis for work in European and American history, and is also especially recommended for students who plan to major in music.

#### HISTORY 3-4. THE ANCIENT WORLD.

In this course the development of civilization in the lands about the Mediterranean Sea is traced from the earliest times to the fifth century of our era, with emphasis on the diffusion of culture and the characteristic institutions of the Near East, Greece, and the West, culminating in the union of the Mediterranean World under the Roman Empire. The inter-working of political, social, and economic factors and the outstanding achievements of the ancient world in art, literature, religion, and philosophy are studied by means of assigned reading, class discussion, illustrative materials, and written reports in the preparation of which students are expected to make use of literary sources as well as secondary works.

History 3-4 is recommended especially for students who plan a major in ancient history, classics, classical civilization, or art.

#### HISTORY 5, 6. ENGLISHMEN IN THE SIXTEENTH AND SEVENTEENTH CENTURIES.

In the first semester the course covers the Tudor period of English history (1485-1603) and stresses the part that Englishmen played in

the great movements of the time—the Renaissance, the Reformation, discovery, the revolutions in agriculture and in trade. In the second semester the course takes up the Stuart period (1603-1688) in which England worked out in her colonies and in her own island laboratories some of the fundamental problems of self-government.

This course is open to freshmen who have had European, English or American history in the last two years of preparatory school. It endeavors to cross-section that work at a significant point in English history. It fulfills the requirement of six hours in history, prescribed for the degree. Enrollment is limited to about 20 students. A student may elect the first semester without the second, but may not elect the second semester without the first.

#### PHILOSOPHY

##### PHILOSOPHY 1, 2. INTRODUCTION TO PHILOSOPHICAL THINKING.

A course designed especially for freshmen, giving the practical application of philosophical principles to the problems of everyday living. The course includes detection of simple logical fallacies, practice in discussing problems and following them through to their logical conclusions, and principles of mental health, including laws of learning, habit formation, human relations, appreciation of values, etc.

Open only to freshmen. Three hours each semester. Credit three hours each semester.

#### RELIGION

##### RELIGION 105, 106. OLD TESTAMENT, NEW TESTAMENT.

No previous Biblical study is required for this course. The first semester deals with the outstanding events and characters in Old Testament history, with Hebrew prose and poetry in its historical setting, and with the religion of the Old Testament, particularly as seen in the prophets and the Psalms. The second semester is devoted to a study of the life and teachings of Jesus in their historical setting and present day application, to the work and thought of St. Paul, and to the problems and teachings of the early Christian leaders as shown in other New Testament writings.

#### GROUP IV—FINE ARTS

##### ART

##### ART 1-2. HISTORY AND APPRECIATION OF ART.

In this introductory course of the Art Department studio practice is required of everyone, whether or not there is any aptitude for draw-

ing and painting. The work is planned to clarify matters dealt with in the lectures and reading. By studio experiments the student becomes familiar with the language of line, space, and color. Thus a foundation is laid for the understanding and enjoyment of works of art.

#### ART 3, 4. HISTORY OF ARCHITECTURE.

In the first semester a brief study of the elements of architecture, the significance of architecture as both a fine and a useful art, and the fundamental types of construction developed in the historic styles will be followed by a study of prehistoric dwellings and structures. Then Egyptian, Mesopotamian, Greek, Roman, Early Christian, Byzantine, and Romanesque architecture will be studied. The second semester will consist of a study of Gothic, Renaissance, and modern architecture. Throughout the year lantern slides will be used to illustrate the lectures and the students will use many fine photographs in their private study. Opportunities will be offered for trips to such places as Charlottesville and Monticello, Richmond, Williamsburg, and Washington, to study architectural achievements in this part of our country.

#### PRACTICE OF ART

Courses in drawing, painting and composition are offered to students who have demonstrated, through studio practice, that they are capable of work sufficiently advanced to merit college credit.

#### MUSIC

Students who are especially interested in music and who wish to continue their study of applied music may be permitted to take Music 1-2, Elementary Theory and Ear-Training or an advanced course in theory, if an achievement examination in Music 1-2 is passed, together with applied music instead of one of the subjects described above, preferably history. These students are referred to the statements on pages 136-139 of the current catalogue regarding requirements for credit in applied music.

#### MUSIC 1-2. ELEMENTARY THEORY AND EAR-TRAINING.

This course aims to give a student a thorough knowledge of the rudiments of music and the necessary background for all the other courses in the music department. The student learns to construct and recognize all forms of scales, intervals, and simple chord construction. Since music is the art of thinking in sound, great stress is placed in this

course upon the development of the power to listen and the sensitivity of the ear. Sight-singing is offered, which should appeal especially to those who are interested in Glee Club and Choir music.

MUSIC 105-106. ELEMENTARY COUNTERPOINT.

The meaning of key, the function of each note in the key, rhythmic functions, the art of melody writing, the functions of diatonic consonance and dissonance in the combination of two, three, and four melodic voices.

Open to new students who pass an achievement examination in Music 1-2.

MUSIC 29-30. MUSIC AS LITERATURE.

This course is designed to increase the musical understanding and taste of the student through a study of the trends of musical development. The course is conducted by means of classroom lectures, discussions and musical illustrations. No previous musical training is required.

Open to freshmen only with the permission of the instructor.

MUSIC 121-122. MUSIC FROM FOLK SONG THROUGH THE 18TH CENTURY.

A study of folk song and the music of the medieval Church, Troubadours, Minnesingers and Maestersingers, the Netherland composers, Palestrina, and Elizabethan music followed by a critical study of the music of Bach, Handel, Haydn, Mozart and Beethoven. The course traces the social and philosophic forces which shaped this music, and the instruction is given by means of lectures, assigned readings, and examples discussed in class. No previous training is required for entrance to this course but a good general knowledge of European history is desirable.

Two hours throughout the year. Credit four hours. An optional third hour may be arranged each semester. Open to freshmen only with the permission of the instructor.

APPLIED MUSIC.

If students desire to continue their study of piano in college and receive credit for their work, they are strongly urged to read carefully the second paragraph under Applied Music on page 136 of the catalogue. The music faculty regrets that they are often not able to grant college credit to many freshmen because of their failure to make sufficient preparation to meet our requirements for credit in piano.



